

USING DIGITAL HISTORICAL PRIMARY SOURCES AS AUTHENTIC EFL MATERIALS: A CONCEPTUAL FRAMEWORK FOR CRITICAL READING AND DIGITAL LITERACY

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ABSTRACT

Digital historical primary sources offer underexplored possibilities as authentic materials for technology-enhanced English as a Foreign Language (EFL) learning. However, the available evidence is dispersed across EFL, digital literacy, educational technology, and history education, and therefore does not yet justify claims of instructional effectiveness. This integrative review synthesized 42 publications published primarily between 2020 and 2025, together with selected foundational works. The literature was identified through Scopus, Web of Science, ERIC, ScienceDirect, SpringerLink, Taylor & Francis Online, Wiley Online Library, and Google Scholar, and was screened through title-and-abstract review followed by full-text eligibility assessment. The original search log did not retain the initial retrieval, deduplication, or stage-by-stage exclusion counts, which limits reproducibility and is reported as a methodological constraint rather than reconstructed retrospectively. The synthesis suggests three interrelated propositions: digital historical primary sources may provide linguistically and culturally rich input; source evaluation, contextualization, and corroboration may support critical reading and digital literacy; and pedagogical value depends on proficiency-sensitive scaffolding, source readability, ethical representation, accessibility, and task design. Based on these propositions, the study proposes the SAKTI-P Framework: Curatorial Selection, Source Authentication, Contextualization, Triangulation of Evidence, Interpretation, and Reflective Publication. The framework is a theoretically informed conceptual design, not an empirically validated model. Its interdisciplinary evidence base, limited number of direct EFL studies, incomplete screening records, and lack of expert validation or classroom testing require cautious interpretation and further investigation.

Keywords: authentic materials, critical reading, digital historical primary sources, digital literacy, EFL reading.

INTRODUCTION

Digital technologies have expanded EFL learners' access to texts, images, archives, and multimodal resources that were previously difficult to obtain in ordinary classrooms. Within Technology-Enhanced Language Learning (TELL), this expansion has encouraged teachers to move beyond exclusive reliance on commercial textbooks and to design learning around real-world language and information practices (Kessler, 2018; Martin et al., 2020; Moorhouse & Kohnke, 2021). Digital access alone, however, does not guarantee pedagogical quality. Learners may encounter texts that are linguistically inaccessible, ideologically partial, poorly contextualized, or legally restricted. The instructional question is therefore not simply

whether authentic digital resources should be used, but how they can be selected, mediated, and assessed in ways that support language learning and critical participation.

This review uses five operational definitions. First, authentic materials are texts or multimodal resources originally produced for genuine social, institutional, cultural, or communicative purposes rather than specifically simplified for language instruction. Authenticity is distinguished from pedagogical appropriateness: a document may be authentic but unsuitable for a particular proficiency level, learning objective, or classroom context. Second, critical reading refers to the ability to comprehend a text while also examining its claims, evidence, audience, purpose, omissions, linguistic choices, ideological positioning, and relationship to other sources. Third, digital literacy refers to the capacity to locate, access, evaluate, interpret, create, cite, and communicate digital information responsibly (Godwin-Jones, 2022; Tai et al., 2022). Fourth, digital historical primary sources are digitized or born-digital records created during, or in close temporal relation to, the events and experiences they document, including newspapers, speeches, letters, maps, photographs, government records, oral-history recordings, and museum or archival collections. Fifth, source authentication is used here in a limited pedagogical sense to mean examining provenance, authorship, date, metadata, institutional custody, internal consistency, and corroborating evidence; it does not imply that EFL learners can establish archival authenticity with professional certainty (McGrew, 2022).

The relationship between critical reading and EFL proficiency is reciprocal but not automatic. Critical engagement can motivate close attention to vocabulary, syntax, cohesion, stance, modality, and argument structure, while greater linguistic proficiency enables learners to evaluate nuance and compare perspectives more effectively. At the same time, learners cannot evaluate a source critically if the lexical and grammatical demands prevent basic comprehension. Critical reading in EFL therefore requires the coordination of lower-level language processing with higher-order interpretation. Activities such as contextual vocabulary inference, identification of referents and cohesive devices, interpretation of stance markers, and evidence-based discussion can connect language development with source evaluation. Claims that historical inquiry directly improves overall EFL proficiency remain premature unless language outcomes are measured through appropriate instruments.

Historical documents create particular linguistic and cognitive challenges. Archaic vocabulary, obsolete grammatical structures, unfamiliar orthography, dense nominalization, complex syntax, culturally specific references, implicit historical knowledge, and ideologically loaded language can increase cognitive load. Scanned documents may also contain faded print, non-standard spelling, handwritten passages, or inaccessible visual layouts. These difficulties make teacher mediation essential. Possible supports include carefully selected excerpts, glossaries, pre-reading timelines, annotated versions, parallel modern-language texts, audio support, guided questions, visual organizers, collaborative

reading, and differentiated tasks. Such adaptations should preserve the document's interpretive value without presenting a simplified version as if it were the original source.

The literature relevant to this topic is distributed across three partially connected clusters. The first examines authentic materials, online learning, and technology-enhanced reading in language education (Derakhshan et al., 2022; Kessler, 2018; Moorhouse & Kohnke, 2021; Zhang & Zou, 2022). The second addresses critical digital literacy and learners' evaluation of online information (Godwin-Jones, 2022; Tai et al., 2022). The third investigates historical inquiry, primary-source analysis, corroboration, and engagement in history education (Fahrudin & Saefudin, 2025; McGrew, 2022; Miguel-Revilla et al., 2021; Sariyatun et al., 2025; Widiadi et al., 2022). The third cluster provides important insights into provenance and evidence evaluation, but most of its studies do not measure EFL reading, vocabulary, writing, speaking, or intercultural communication. Evidence from history education must therefore be treated as conceptually informative rather than as direct proof of EFL effectiveness.

The gap is not simply that few studies mention digital historical sources in EFL. More specifically, the literature rarely integrates four design problems within a single framework: selecting authentic but pedagogically manageable documents; combining linguistic scaffolding with contextual and credibility evaluation; comparing multiple sources without overloading learners; and transforming source analysis into ethical English-language production. Existing studies generally illuminate one or two of these dimensions rather than specifying their instructional sequence and conditions. The literature also provides limited guidance on copyright and archive licensing, colonial and ideological bias, trauma-sensitive content, accessibility, the digital divide, teacher readiness, and the validity of assessments that claim to measure both critical reading and digital literacy.

To address these gaps, this study develops a cautious conceptual framework rather than claiming an empirically proven model. The review is guided by the following research questions: (1) What pedagogical affordances and constraints are associated with the use of digital historical primary sources as authentic materials in EFL reading? (2) Which linguistic, critical-reading, digital-literacy, ethical, and accessibility principles should guide their selection and classroom use? (3) How can these principles be organized into a coherent, empirically testable framework for technology-enhanced EFL learning? The resulting SAKTI-P Framework is intended to support instructional design and future validation, not to establish causal effects on language proficiency or digital literacy.

METHOD

1. Research Design and Review Scope

This study employed an integrative literature review with a conceptual-critical orientation. An integrative review is appropriate when evidence is distributed across

different disciplines, theoretical traditions, and research designs and when the objective is to develop a conceptual explanation or framework rather than calculate a common effect size (Torraco, 2016). The review brought together literature from EFL, educational technology, digital literacy, and history education. Because the corpus was heterogeneous in participants, interventions, outcomes, and methods, no meta-analysis was attempted. The analytical aim was to identify converging design principles, areas of disagreement, and limitations that should constrain the proposed framework.

2. Data Sources and Search Strategy

The search focused on peer-reviewed literature published primarily between 2020 and 2025, while selected earlier works were retained when they provided foundational perspectives on language technology, authentic learning, source evaluation, or integrative-review methodology. Sources were identified through Scopus, Web of Science, ERIC, ScienceDirect, SpringerLink, Taylor & Francis Online, Wiley Online Library, and Google Scholar. Because several of these are publisher platforms rather than bibliographic databases, they were used as supplementary discovery routes rather than treated as equivalent indexing systems.

The core search logic combined four concept groups: ("EFL" OR "English as a foreign language" OR "English language teaching" OR "language learning") AND ("authentic material*" OR "authentic text*" OR "real-world text*") AND ("digital historical primary source*" OR "historical document*" OR archive* OR "primary source*") AND ("critical reading" OR "critical literacy" OR "digital literacy" OR "source evaluation" OR corroboration OR contextualization). Supplementary searches combined TELL, CALL, technology-enhanced reading, historical inquiry, provenance, metadata, credibility evaluation, and reflective publication. Search syntax was adapted to the field codes and operators supported by each platform.

3. Eligibility Criteria

Publications were eligible when they met at least one of the following substantive conditions: they examined authentic materials or technology-enhanced reading in EFL; investigated critical or digital literacy relevant to language learners; studied digital historical primary sources, provenance, corroboration, or inquiry with transferable pedagogical implications; or provided a conceptual basis for integrating these domains. Peer-reviewed journal articles and academically reputable books or chapters were eligible. Editorials, abstracts without full texts, promotional materials, duplicates, and sources with no substantive relationship to the review questions were excluded. Direct EFL evidence was distinguished from adjacent evidence in educational technology and history education so that cross-disciplinary findings were not misrepresented as direct language-learning effects.

4. Screening, Deduplication, and Reporting Limitations

The review used title-and-abstract screening followed by full-text eligibility assessment, and the final corpus was reported as 42 publications. Duplicate records were removed before eligibility assessment. However, the original search log available for this revision did not preserve the initial number of records retrieved, the number of duplicates removed, the number screened, or the reasons and counts for full-text exclusions. These figures cannot be reconstructed reliably without rerunning the searches; they are therefore marked as not recorded (NR) in Figure 1 rather than retrospectively invented. The complete 42-item corpus is also not included in the current manuscript file and should be supplied as a supplementary table before submission.

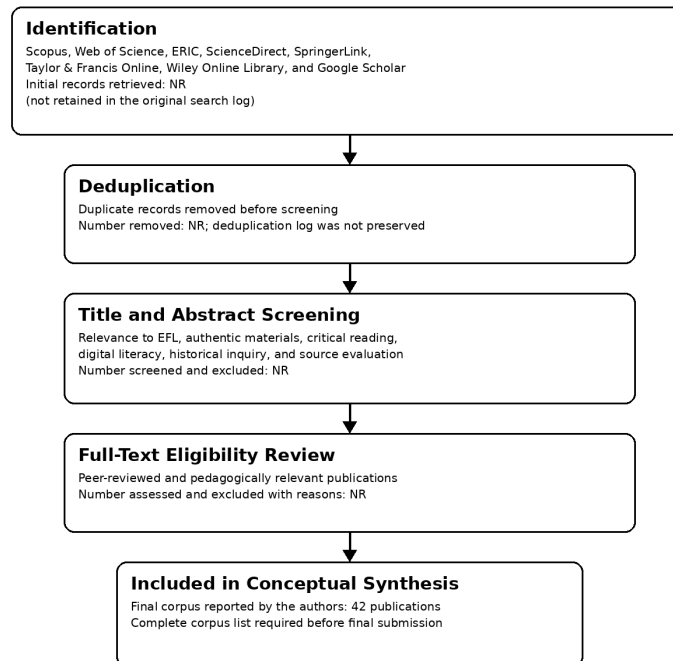


Figure 1. Reported review-selection process and unavailable screening counts

5. Reviewers, Discrepancy Resolution, and Evidence Appraisal

The available review records do not document independent parallel screening, the number of reviewers at each stage, formal procedures for resolving disagreements, or an inter-coder agreement coefficient. Consequently, the present article does not claim inter-rater reliability. This limitation is methodologically important because the identification of themes and the construction of the framework may reflect author interpretation. Future replication should use at least two independent reviewers, document reasons for exclusion, resolve disagreements through consensus or a third reviewer, and report an agreement statistic where appropriate.

A formal source-by-source risk-of-bias table could not be reconstructed from the available records. For interpretive purposes, evidence was nevertheless differentiated according to four criteria: direct relevance to EFL, transparency of research design, alignment between evidence and conclusions, and transferability to the proposed instructional context. Studies from history education were used to inform source evaluation and inquiry processes but were not treated as direct evidence that EFL proficiency improves. This evidence-weighting principle limits overgeneralization while making the interdisciplinary basis of the framework explicit.

6. Data Extraction, Coding, and Framework Development

The analytical matrix included bibliographic information, disciplinary field, educational context, research design, learner characteristics where applicable, type of digital resource, language-learning relevance, critical-reading processes, digital-literacy dimensions, source-evaluation practices, reported outcomes, implementation constraints, and methodological limitations. Thematic synthesis and conceptual content analysis were used to identify recurrent pedagogical principles and tensions.

Coding proceeded from source-level observations to descriptive codes, broader themes, and framework components. For example, evidence that learners examined authorship, publication context, and institutional authority was coded as provenance checking and credibility evaluation; evidence that learners compared accounts was coded as corroboration and perspective comparison. These codes contributed to the broader theme of critical reading and digital source evaluation and informed the Source Authentication and Triangulation of Evidence stages of SAKTI-P. Evidence concerning readability, learner level, task fit, and contextual support informed Curatorial Selection and Contextualization. Evidence concerning written, oral, and multimodal communication informed Interpretation and Reflective Publication. Because independent coding records and agreement statistics were not retained, these transformations should be read as a transparent conceptual pathway rather than a reliability-tested coding model.

The conceptual coherence of SAKTI-P was examined by comparing theoretical propositions, empirical findings, and pedagogical recommendations across the traceable sources. Literature triangulation was used to strengthen interpretive plausibility, but it did not establish conceptual validity in a psychometric or empirical sense. The framework has not undergone expert validation, usability testing, or classroom impact evaluation.

RESULTS AND DISCUSSION

Evidence Base and Distribution

The synthesis produced three broad themes: (1) the potential and constraints of digital historical primary sources as authentic EFL materials; (2) the integration of critical reading, digital literacy, and source evaluation; and (3) the need for a sequenced conceptual framework.

The complete 42-source corpus is not available in the current manuscript file. Table 1 therefore reports the distribution of the 13 traceable references in the existing reference list. Counts are non-exclusive because some publications contribute to more than one theme. They should not be interpreted as the full distribution of the reported 42 publications.

Table 1. Distribution and disciplinary contribution of the traceable evidence base

Theme	No. of traceable studies	Literature base	Interpretive caution
Authentic materials, TELL, and online EFL learning	6	Bond et al. (2021); Derakhsha et al. (2022); Kessler (2018); Martin et al. (2020); Moorhouse and Kohnke (2021); Zhang and Zou (2022)	Mostly EFL or educational-technology evidence not specific to historical sources
Critical reading and digital literacy	3	Godwin-Jones (2022); McGrew (2022); Tai et al. (2022)	Direct language-learning relevance varies; McGrew is not an EFL study
Historical primary sources and inquiry	5	Fahrudin and Saefudin (2025); McGrew (2022); Miguel-Revilla et al. (2021); Sariyatur et al. (2025); Widiadi et al. (2022)	Primarily history education; conceptually transferable but not direct EFL-effect evidence
Direct evidence of SAKTI-P implementation	0	No classroom study in the traceable corpus tests the complete framework	Framework outcomes remain intended rather than demonstrated

No traceable study reported a classroom test of the full six-stage framework, and no study directly demonstrated that digital historical primary sources improve EFL proficiency, critical reading, and digital literacy simultaneously. The absence of negative findings should not be interpreted as evidence that no risks exist; it may reflect publication bias, selective citation, or the dominance of studies designed to explore benefits. The findings below are therefore presented as conditional propositions supported to different degrees by direct and adjacent evidence.

Digital Historical Primary Sources: Authenticity and Pedagogical Appropriateness

Digital historical primary sources can provide genuine language, identifiable audiences, communicative purposes, and culturally situated discourse. Newspapers, speeches, letters, maps, photographs, and archival records may expose learners to stance, persuasion, description, narration, and institutional language that are difficult to reproduce in simplified textbook passages. Studies of authentic learning and technology-enhanced reading support the broader value of meaningful, contextualized materials (Derakhshan et al., 2022; Kessler, 2018; Zhang & Zou, 2022), while research in history education illustrates how primary sources can support inquiry and engagement (Miguel-Revilla et al., 2021; Widiadi et al., 2022).

Authenticity, however, should not be treated as an automatic pedagogical advantage. A source is pedagogically appropriate only when its linguistic demand, visual quality, content sensitivity, cultural assumptions, legal status, and task potential align with the learners and objectives. Archaic vocabulary, obsolete grammar, complex syntax, ideological language, unfamiliar references, and poor scans may prevent comprehension or overload working memory. The curatorial task is therefore to preserve the evidential and communicative character of the source while providing sufficient scaffolding. Table 2 replaces the simplistic opposition between ‘traditional’ and ‘technology-enhanced’ learning with a set of design considerations applicable across delivery modes.

Table 2. Design criteria for selecting and adapting digital historical primary sources

Dimension	Selection question	Pedagogical response
Authenticity	Was the source created for a genuine historical, social, or institutional purpose?	Preserve provenance, authorship, date, and original communicative purpose.
Linguistic accessibility	Can learners process the vocabulary, syntax, orthography, and discourse?	Use excerpts, glossaries, annotation, audio support, or differentiated versions.
Contextual sufficiency	Do learners have enough historical and cultural knowledge to interpret the text?	Provide timelines, background notes, maps, and pre-reading discussion.
Critical potential	Does the source permit analysis of evidence, audience, stance, bias, or omission?	Pair with guiding questions and contrasting sources.
Ethical and emotional suitability	Could the source reproduce stereotypes, colonial viewpoints, violence, or trauma?	Use content warnings, contextualization, multiple

Dimension	Selection question	Pedagogical response
		perspectives, and opt-out alternatives.
Accessibility	Can learners with visual, auditory, cognitive, or motor needs access the material?	Provide alt text, transcripts, readable contrast, keyboard access and compatible formats.
Copyright and licensing	May the source legally be reproduced, adapted, or published by learners?	Check archive terms, licenses, attribution requirements, and restrictions.
Task alignment	Does the source support explicit language and literacy outcomes?	Define target language, interaction evidence use, and assessment criteria before use.

Critical Reading, Digital Literacy, and Source Evaluation

The traceable literature supports a cluster of practices rather than a single proven outcome. Critical reading requires learners to comprehend a document and examine how it constructs meaning through claims, evidence, language choices, audience positioning, and omission. Digital literacy extends this process to the online environment by requiring attention to provenance, metadata, platform context, institutional authority, circulation, citation, and responsible publication (Godwin-Jones, 2022; Tai et al., 2022). Historical inquiry contributes contextualization and corroboration: learners ask when and why a source was produced and compare it with other evidence (McGrew, 2022; Sariyatun et al., 2025).

These competencies do not emerge naturally merely because learners encounter an old document online. They require explicit instruction, modeling, guided practice, and language support. Learners may need sentence frames for evaluating credibility, vocabulary for expressing uncertainty, discourse markers for comparing sources, and models of evidence-based paragraphs. The literature base for each competency is shown in Table 3. The table distinguishes conceptual support from demonstrated EFL outcomes.

Table 3. Critical-reading and digital-literacy competencies and their literature base

Competency	Operational activity	Literature base	Evidence status
Provenance and source evaluation	Identify authorship, date, institutional custody, metadata, purpose, and potential bias.	McGrew (2022); Tai et al. (2022)	Conceptually supported; EFL impact not directly tested

Competency	Operational activity	Literature bas	Evidence status
Contextualization	Interpret linguistic choices in relation to historical, cultural, and communicative context.	Miguel-Revilla et al. (2021); Widiadi et al. (2022)	Primarily history-education evidence
Close linguistic reading	Analyze vocabulary, syntax, cohesion, stance, modality, and argument structure.	Zhang and Zou (2022); Tai et al. (2022)	Supported in technology-enhanced reading, not specifically historical documents
Corroboration	Compare sources, identify agreements and contradictions, and evaluate evidential weight	McGrew (2022); Sariyatun et al. (2025)	Transferable inquiry practice; direct EFL evidence limited
Evidence-based interpretation	Construct claims in English using quotations, paraphrases, and contextual evidence.	Derakhshan et al. (2022); Tai et al. (2022)	Intended language outcome requiring empirical assessment
Digital ethics and publication	Use attribution, licensing, privacy, and responsible representation when sharing products.	Godwin-Jones (2022); Moorhouse and Kohnke (2021)	Pedagogically relevant; framework-level effect untested

The Proposed SAKTI-P Framework

The synthesis informed six interrelated design stages. The framework does not imply a rigid sequence in every lesson; teachers may return to earlier stages as learners identify new contextual or linguistic needs. Its contribution is to make explicit the relationship among source selection, language support, credibility evaluation, comparison, interpretation, and responsible production.

Curatorial Selection requires teachers to identify sources that are authentic, legally usable, culturally responsible, accessible, and suitable for learners' proficiency and instructional objectives. Source Authentication asks learners to examine provenance, authorship, metadata, authority, purpose, and possible bias while recognizing the limits of classroom-level verification. Contextualization provides the linguistic, historical, cultural, and ideological background needed to interpret the source. Triangulation of Evidence requires comparison with additional primary or secondary sources representing different positions. Interpretation asks learners to formulate evidence-based meanings and arguments in English. Reflective Publication transforms analysis into an essay, presentation, podcast, digital exhibition, or other product accompanied by citation, reflection, and ethical communication.

Table 4. The SAKTI-P Framework and intended outcomes requiring empirical validation

Stage	Pedagogical focus	Intended outcome	Current evidence status
Curatorial Selection	Select authentic, readable, accessible, licensed, and task-relevant sources.	A pedagogically manageable source set	Not yet tested
Source Authentication	Examine provenance, authorship, metadata, authority, purpose, and bias.	Source-evaluation performance	Conceptually supported; not validated as a framework stage
Contextualization	Build linguistic, historical, cultural, and ideological background.	Context-sensitive comprehension	Requires proficiency-sensitive testing
Triangulation of Evidence	Compare multiple sources and evaluate agreement, contradiction, and omission.	Comparative critical reading	Transferable evidence; direct EFL studies limited
Interpretation	Develop evidence-based spoken or written interpretations in English.	Source-based academic communication	Intended outcome only
Reflective Publication	Publish or present an ethically attributed product and reflect on learning.	Digital communication and metacognitive reflection	Requires usability and impact studies

Pedagogical and Ethical Conditions for Implementation

The difference between authentic and pedagogically appropriate documents is central to implementation. Teachers should not select sources merely because they are old, visually attractive, or available online. Selection needs to begin with explicit language outcomes and a realistic estimate of learners' background knowledge. Beginner and lower-intermediate learners may require shorter excerpts, controlled glossaries, visual support, translated cultural terms, and structured response frames. More proficient learners may work with longer documents, competing interpretations, and open-ended source-based writing. Scaffolding should be gradually reduced so that support enables rather than replaces independent reading.

Cognitive load and readability require particular attention. Historical documents can impose simultaneous demands from unfamiliar content, difficult language, poor visual quality, and complex navigation across archive platforms. Readability formulas alone are insufficient because they do not capture archaic language, document layout, cultural references, or ideological ambiguity. Teachers should combine readability indicators with expert judgment, learner piloting, and analysis of vocabulary, syntax, cohesion, visual clarity, and prerequisite knowledge. Segmenting documents, sequencing questions from comprehension to evaluation, and assigning collaborative roles can distribute cognitive demands.

Copyright and digital archive licensing also shape what can be used and republished. Public access does not necessarily mean unrestricted reuse. Teachers and learners should examine archive terms, copyright status, Creative Commons licenses, attribution requirements, image-resolution restrictions, and permissions for adaptation or public posting. Reflective Publication should include source citation, links or identifiers where permitted, and a clear distinction between the original document and learner-created interpretation.

Historical sources may reproduce colonial representations, racial hierarchies, nationalist propaganda, gender stereotypes, or dehumanizing language. These features can be pedagogically significant, but they must be contextualized rather than normalized. Source sets should include multiple perspectives and make omissions visible. Trauma-sensitive selection is required when documents concern war, forced displacement, violence, discrimination, or personal suffering. Teachers should provide advance notice, alternative tasks where appropriate, supportive discussion protocols, and a clear educational rationale.

Accessibility and the digital divide limit equitable participation. Scanned images without text alternatives, handwritten documents, small fonts, low contrast, inaccessible websites, and bandwidth-heavy collections can exclude learners with disabilities or limited connectivity. Accessible versions should include searchable text, transcripts, captions, alt text, keyboard-compatible navigation, readable contrast, and low-bandwidth alternatives. Schools may also need offline collections, printed packets, device-sharing plans, and additional class time so that access conditions do not become hidden measures of digital literacy.

Teacher readiness is another condition. EFL teachers may be experienced in language pedagogy but unfamiliar with archive metadata, provenance, historical corroboration, licensing, or controversial-source facilitation. Professional development should therefore combine source-evaluation practices with language-task design. Collaboration with history teachers, librarians, archivists, museum educators, and special-education specialists can improve selection, contextual accuracy, accessibility, and ethical use. Finally, the validity of critical-reading and digital-literacy assessment cannot be assumed. A learner may understand historical context but lack the English proficiency to express that understanding, while another may produce fluent English without evaluating evidence critically. Assessment should

separate but relate dimensions such as comprehension, linguistic accuracy, discourse organization, source evaluation, corroboration, evidence use, digital ethics, and reflection. Rubrics should be piloted, inter-rater agreement should be examined, and multiple forms of evidence should be used. Without such validation, improvement in a project score cannot be interpreted as improvement in critical reading or digital literacy.

Conceptual Contribution and Boundaries of the Framework

SAKTI-P extends technology-enhanced EFL reading by shifting attention from digital tools alone to the instructional processes through which learners engage with evidence. Its conceptual contribution is the integration of curation, credibility evaluation, contextual support, cross-source comparison, English-language interpretation, and ethical publication. Nevertheless, the framework is not an effectiveness model. The traceable evidence base is interdisciplinary, direct EFL studies are limited, and no study tests the complete sequence. The framework should therefore be described as theoretically informed and empirically testable. Expert review, learner and teacher usability studies, classroom trials, validated assessment instruments, and comparative research are required before claims can be made about its educational impact.

CONCLUSION

This integrative review suggests that digital historical primary sources may serve as valuable authentic EFL materials when they are selected and mediated according to linguistic, contextual, ethical, technological, and accessibility considerations. Their pedagogical value does not arise automatically from authenticity or digitization. Rather, potential value depends on whether learners receive adequate support to comprehend difficult language, investigate provenance and purpose, compare perspectives, construct evidence-based interpretations, and communicate responsibly in English.

The proposed SAKTI-P Framework organizes these processes into Curatorial Selection, Source Authentication, Contextualization, Triangulation of Evidence, Interpretation, and Reflective Publication. The framework offers a conceptual pathway for connecting authentic materials with critical reading and digital literacy, but its outcomes are intended rather than demonstrated. It should be used as a basis for instructional design and empirical investigation, not as proof that digital historical sources improve language proficiency or higher-order literacy.

Several limitations constrain the conclusions. The corpus is interdisciplinary and includes a substantial contribution from history education, while the number of studies directly examining digital historical primary sources in EFL is limited. The heterogeneity of concepts, designs, participants, and outcomes prevented meta-analysis. The original review records did not retain complete retrieval, deduplication, screening, reviewer-agreement, or source-level appraisal data, and the complete 42-item corpus was not available in the

manuscript file. In addition, SAKTI-P has not undergone expert validation, usability testing with teachers or learners, or research on its impact on language learning, critical reading, or digital literacy. Future research should first complete and publish a transparent corpus and replicable search record. The framework should then undergo expert review, cognitive interviewing, teacher-usability evaluation, and small-scale classroom piloting. Subsequent mixed-methods and comparative studies should examine different proficiency levels, document types, scaffolding conditions, accessibility arrangements, and assessment models. Only after such studies should claims be made regarding the framework's effectiveness, transferability, or contribution to EFL proficiency and digital literacy.

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